

Week 7

9/21

Muckrakers – Assignment #22

11.2.1 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

I. Muckrakers – Assignment #22

-Photo Life Story

(IF ABSENT ON THIS DAY THEN WRITE IN "ABSENT" FOR PART I)

- Describe the lives of the girls from the clues given in the photograph.

II. Tree Map

A. Describe the "muck" focus of each of the following muckraking journalists/editors.

1. Steffens, p. 102
2. Riis, p.103
3. Tarbell, p. 103
4. Dreiser, p. 103
5. Norris, p. 103
6. Sinclair, p. 103
7. Watkins, pp. 87 & 103

B. Include

1. book/magazine title.
2. describe the "muck" focus of the journalist/editor.

C. Answer the following question in one sentence:

-How are these "muckrakers" hoping to improve society?

III. Book Cover – on a separate 8 ½ x 11" sheet of scrap paper

A. Design a book cover for a muckraking journalist/editor of your choice.

B. Include:

1. title
2. author
3. drawing of the "muck" focus
4. phrasing of muck focus (as subtitle)

Identification Terms: #'s 4 – 7 & 13 – 25.

9/22 – 9/23

Progressive Reforms – Assignment #23

11.2.9 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

I. Progressive Reforms – Assignment #23

-Create a Tree Map of Progressive Reforms

A. Categories:

1. Social Gospel, pp. 104 – 105
2. Dynamic Progressives, pp. 106 – 107
3. Women's Suffrage, pp. 109 – 114
4. Civil Rights, pp. 117 – 120
5. Square Deal, pp. 122 – 127
6. New Freedom, pp. 128 - 131

B. Tiers:

1. Description
2. People (specific person or types of people)
3. How did this part of the progressive movement change the United States?

II. RAFTing

A. Choose one row

B. Prepare a presentation based on the role, audience, format, and theme provided.

RAFT	Role	Audience	Format	Theme
1 (104 – 105)	Jane Addams	Inner – city Poor	Gospel Song (2 stanzas) (3)	"Give Me Your Tired, Poor, Huddled Masses"
2 (106 – 107)	Robert La Follette	The People	Speech (2 paragraphs) (3)	"We the People"
3 (109 – 114)	Women of the United States	Congress	Poem (2 stanzas) (3)	"I am Woman, Hear me Vote"
4 (117 – 120)	Booker T. Washington & W.E.B. Du Bois	Black America	Scene (3 lines per person) (5)	Gradual v. Immediate Rights
5 (122 – 127)	Theodore Roosevelt	"every person"	Political Cartoon (2 x 2)	Square Deal
6 (128 – 131)	Woodrow Wilson	Big Business	Warning Poster (2 x 2)	David v. Goliath

C. Present

III. Reform Success

-Answer the following prompt in one sentence.

- How did two of the "biggest" successes of the progressives change the United States?

Identification Terms: #'s 4 – 7 & 13 – 25.

9/24 – 9/25

Populists – Assignment #24

11.2.8 Examine the effect of political programs and activities of Populists.

I. Homework

A. Unit 2 Identification Terms DUE

B. Quiz 2 (on Unit 2 Identification Terms)

II. Populists – Assignment #24

A. Circle Map

- 1. Write everything you can remember about the "Populist Party".**
- 2. In a noticeably different pen/pencil color write the information you did not know from the class discussion. (If absent then look in the text on pages 89 – 90.**

B. Connections

Connect each of the following terms to "populism".

-Write the terms on the left.

-Skip two lines in between each.

-Write the "connection" of each below the terms.

-Leave the space to the right of the term blank.

-Refer to pp. 89 – 90 for information.

- 1. free silver**
- 2. gold standard**
- 3. industrial workers**
- 4. farmers**
- 5. William Jennings Bryan**
- 6. William McKinley**

III. Bridge Maps

A. Create a bridge map for each of the above terms.

-relating factor: physical/tangible object

B. Use the information from the "Populist Connections" you wrote in Part II.

IV. Story Board

-Tell the story of the Populist movement in an illustrated flow map.

A. Flow Map

- 1. Draw a 5 box flow map numbered 1 through 5.**
- 2. Leave enough room inside each box for a drawing.**
- 3. Leave enough room below each box to write one or two sentences.**

B. Scenes

-Identify the "populist" issue for each of the following from text pp. 89 - 90.

-Below each corresponding box, write your one or two sentence populist identification.

- 1. problem**
- 2. organization**
- 3. finding possible solutions**

4. defeating problems
5. resolutions

C. Illustrations

1. Draw each scene in the box based on the information written below the box.
2. Use the tangible objects from your bridge maps in Part III as characters in your Story Board scenes. For example, if your scene talks about farmers, then use your "farmer's tangible object" as a character in that scene's illustration.

Identification Term: # 12.